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ABSTRACT

Three seminars examined strategies and tactics for community mobilization in Latin America. The sessions--which were held in Bogota, Columbia; Quito, Ecuador; and Recife, Brazil--involved a total of 75 participants from 27 organizations. Addressed during the seminars were development, leadership, mobilization, and learning in the context of community. The findings derived from the seminars suggested the following: (1) the paramount challenge faced by change agents is the human problems resulting from the migration flood that is presently being experienced throughout Latin America; (2) no one mobilization strategy is effective in achieving collective behavior change; (3) change agents must develop a repertoire of tactics derived from several strategies and combine them as is appropriate to the particular circumstance; and (4) change agents must work cooperatively with community leaders in evoking a change in people's attitudes and behavior. (MN)

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1981 Latin America Seminars

STRATEGIES AND TACTICS FOR COMMUNITY MOBILIZATION

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Coady International Institute

St. Francis Xavier University, Antigonish, Nova Scotia , Canada

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LATIN AMERICAN SEMINAR PROGRAM, 1981

Sponsored by

THE COADY INTERNATIONAL INSTITUTE

in cooperation with

CECOSNE, Recife, Brazil

ICE, Quito, Ecuador

Cruzada Social, Bogota, Colombia

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June 1982

LATIN AMERICAN SEMINAR PROGRAM, 1981

EXECUTIVE SUMMARY

LATIN AMERICAN SEMINAR PROGRAM, 1981 is the final report summarizing three community development seminars conducted in Recife, Quito and Bogota for 75 field workers from 27 organizations. Coady International Institute (Antigonish) co-sponsored the seminars with CECOSNE (Recife), ICE (Quito) and Cruzada Social (Bogota).

The topics examined were development, leadership, mobilization, and learning in the context of community. The teaching methodology used was active: developmental as to process and participatory as to evaluation. The findings derived from the seminars and supported by the background material suggested that:

1. The paramount challenge faced by change agents is the human problems resulting from the migration flood which is presently being experienced throughout Latin America.

2. No one mobilization strategy is effective in achieving collective behavior change.

3. Change agents must develop a repertoire of tactics derived from several strategies and combine them as is appropriate to the particular circumstance.

4. Change agents must work cooperatively with community leaders in evoking a change in peoples' attitudes and ultimately their behavior.

RECIFE SEMINAR

February 1981

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I. INTRODUCTION

A. Purpose

1. The report

The following report brings together the findings resulting from three Coady Latin American Seminars that shared development experiences amongst 75 participants from 27 organizations.

2. Coady Latin American program

The Coady International Institute is invited, periodically, to conduct seminars in cooperation with regional development centers in various South American countries. In the winter of 1981, I was privileged to coordinate three such seminars, which were held in Recife, Quito & Bogota. The seminars were for designed for community change agents, who are known as social mobilizers or social promotors throughout Latin America.

B. Topics

Although there was a standard initial curriculum & format suggested by the coordinator, each seminar developed its own learning program based on the immediacy of its perceived needs; consequently, there was a variance in the learnings of each group. However, in general terms the topics examined by one or more of the seminars were:

- development
- leadership
- mobilization
- learning

in the context of community.

This report is a composite of the findings reached in the three seminars, and provides a "whole" picture on the views of front-line workers in regards to these four concerns. The coordinator's contribution was in the provision of informational resources as found in current literature on the subjects discussed as well as facilitation of the process.

C. Participating organizations

1. Sectoral representation

The organizations represented the following sectors:

Sector	Community Development	Cooperative Development	Total
Church	6		6
Government	7	2	9
Private	7	5	12
Total	22	7	27

2. Participants

ORGANIZATION	PARTICIPANT	CITY
ACCION CATOLICA	L Galarza de T	Bogota
	I Dulcey A	Bogota
ASSOCENE	M A de Oliveira	Recife
ARQDIOCESES S SOCIAL	N M da Silva	Recife
CECOSNE	I A de Carvalho	Recife
	E Dornelas C	Recife
	A Escobar D	Recife
	E Altino de A	Recife
	V Costa de O	Recife
	J de Carvalho P	Recife
CETRAC	J A Garzon B	Bogota
COOPDESARROLLO	M A Abello H	Bogota
COOPERATIVA CIDES	A Bremeo Torres	Bogota
C SGRADO CORAZON	B Escallon S	Barranquilla
CDDH-REGIONAL NE II	L N Almeida de S B	Recife
CRM-REHAB DE MANABI	R Macias M	Porto Viejo
	F Morales M	Porto Viejo
	A Guadamud S	Porto Viejo
	E Cedeno R	Porto Viejo
CREA	C Guerra A	Cuenca
	C A Velez O	Cuenca
	F Munoz M	Cuenca
	N Castro C	Cuenca
CRUZADA SOCIAL	N Lopez S	Tunja
	A J Porto P	Bogota
	L Valera C	Manizales
	G Montoya H	Salamina
	M A Gutierrez A	Bogota
	V de Bravo	Bogota
	S L Villa A	Tunja
	A Perilla N	Bogota
	F Garcia G	Bogota
	J Madero de G	Bogota
	I Pineda D	Manizales
	J M Ramirez Z	Manizales

	A Botero de E	Manizales
	Y Torres de M	Tunja
	E Gutierrez P	Bogota
CUPOCREDITO, CETRAC	F M Valero P	Bogota
DIACONIA	M C Lemos D	Recife
DIR GRL DE PESCA	J Castro M	Guayaquil
	L Alvarez A	Bahia
GRITO NO NORDESTE	G F da Silva	Recife
ICE-DESARROLLO SOCIAL	M Ulloa V	Quito
	C Narga A	Quito
	F Romero C	Quito
IESS-SS CAMPESINA	M Zambrano A	Quito
	Y Poace G	Quito
	M Cevallos B	Quito
INEDES	J Rios S	Cuenca
	E Espinoza L	Azogues
	C Valera Guzman	Guayaquil
PLAN NAL DEL BANANO	J Martinez T	Guayaquil
PREDESUR	M Vaca S	Machala
	B Jauregui V	Machala
	P Vera D	Machala
	L Urresta R	Porto Velo
	V Olmedo A	Santa Rosa
	S Saant Ch	Zamora
	J Mina G	Loja
	A Chundia A	Zamora
	C Benavides C	Loja
	G Alvarez	Pindal
	V Valladares	Macara
SECAP	M Benitez T	Ambato
	M Cisneros Y	S A de Ibarra
	R Martinez I	Cuenca
	R Valladarez	Quito
SERVIVIENDA	M Villamil T	Bogota
	G A Cajamarca G	Bogota
	J Martinez C S.J.	Bogota
PLAN PADRINOS	N Armijos G	Guayaquil
	V H Almeidra	Guaranda
USINA MUSSUREPE	B M Costa M	Paudalho
VOLUNTARIOS ALEMAES	L Gati	Recife
UNI FED DE PERNAMBUCO	M I Duarte d AM	Recife

3. Agencies and associations

a. ACCION CATOLICA, Colombia

Accion Catolica (AC) is a national association with international ties. In Colombia it sponsors Centros de Formacion Familiar (family development centers) which offer short-course & counselling to both parents & children. Focusing primarily on women the courses consist of health, nutrition, parenting, hand crafts & family economics. A cycle of study lasts two years, & usually two groups of about thirty are admitted each year. There are five

centers in Bogota, & five in different regions of the country. Recently AC has been promoting community development projects which relate to family housing, savings & cottage industry.

b. ARQDIOCESES PERNAMBUCO, Brazil

The Archdiocese sponsors an extensive program of community development in the "flavellas" -- urban slums -- of Recife. Teams made up of social workers, health workers & economic development workers have divided the slum area into sectors & are trying to assist the dwellers through an integrated attack on their several problems. Recife, like so much of urban Brazil, is in a state of major social upheaval as the result of the continuing heavy migration of rural people.

c. ASSOCENE, Brazil

Associacao de Orientacao as Cooperativas do Nordeste (ASSOCENE) is a research & development center for cooperatives in Northeast Brazil. Its activities include auditing, consultation, human resources development & training, & information dissemination service. ASSOCENE belongs to both a national & an international network of similar organizations in Latin America. The field staff not only work with existing cooperatives but also promote the creation of new ones through various community development activities. Their publication, Jornal Ponteiro, is distributed through the states of Pernambuco, Piaui, Paraiba, Rio Grande del Norte, Ceara, & Bahia. They also serve as the cooperative & community development documentation centre for the region.

d. CECOSNE, Brazil

Centro Educativo de Comunicacao Social do Nordeste (CECOSNE) is an educational training center in Recife. With accommodations & a dining room it provides these services on a regular & frequent bases to various human resources development organizations, as well as government agencies. CECOSNE maintains a fairly complete audiovisual department which is used to produce educational programs. Recently it completed a series on cooperative economics. It also, sponsors hand crafts in two rural locales which are subsequently sold at the artisans market in Recife. CECOSNE'S major focus is its touring puppetry troupe; only recently it was given a bus which will be used to extend the curcuit for the puppet shows. The puppets are used for information dissemination, as well as socio-economic motivation.

e. COMISAO DIOCESANO, DERECHOS HUMANOS, Brazil

Human Rights is a major concern of the Brazilian Church today. The diocese of Recife is staffed with a team of lawyers who are responsible for monitoring both political & socio-economic events in the city in order to ascertain any violations either by public agencies or private entrepeneurs. Their major concern is the securing of title to urban property the has been invaded by migrants so that these people's lives can become more stable.

f. CETRAC, Colombia

Centro Educativo de Trabajadores Cristianos (CETRAC) is a worker-leadership training program with centers in Bogota as well as several regional locations. It was founded by a Coady graduate. Its primary focus is that of identifying young leaders within the trade union movement & provide them with training. It offers young men & women an alternative to the Marxist programs being offered.

g. CONGREGACION SAGRADO CORAZON, Colombia

The Sacred Heart Congregation has traditionally focussed on the private schooling of girls at various centers in Colombia. Recently, however, it has begun turning the schools into cooperatives & withdrawing from that enterprise. In its place the Congregation has begun to dedicate its energies on the problems related to family disintegration in the urban slums surrounding all the major cities. Adult non-formal education has taken the place of the formal school, as the Congregation begins basic education & development programs. The information & experiences offered are generally related to the needs of women.

h. COOPDESARROLLO, Colombia

The cooperatives of Colombia sponsor COOPDESARROLLO as the development arm of the movement; it also receives heavy funding from CUNA-MUTUAL. This association provides financial support to all types of legal cooperatives to initiate, or to expand, their activities. They also provide insurance benefits to cooperative workers. They are currently strengthening the human resources development training programs of the cooperative movement.

i. COOPERATIVA CIDES, Colombia

CIDES is a multi-active Bogota credit union that is sponsored by Cruzada Social. It serves as the credit arm of a prefabricated house building enterprize known as SERVIVIENDA. CIDES membership is made up in part by the workers of small & middle size industries, & in part by the

buyers of the pre-fabricated homes. It has recently opened its membership to include people in other urban centers that are involved in Cruzada development projects.

j. CREA, Ecuador

CREA coordinates & focuses the services of several governmental agencies for the development of the region of Cuenca. The primary focus is agricultural development, including farming, animal husbandry & forest products; secondary foci include cottage industries -- cabinet work, jewellery, & shoes --, social development, & community association.

k. CRUZADA SOCIAL, Colombia

Cruzada Social is a national Catholic association that was founded by a Coady graduate. Its purpose is to build a sense of solidarity & mutual development purpose amongst the various classes in urban Colombia. It sponsors cooperatives as well as other community development enterprises; also it provides training programs, consultation & financial assistance to urban community development workers.

In addition to Bogota, CS has members working in 18 urban centers across Colombia. After this recent national seminar, CS has begun plans to offer 4 regional seminars for its field workers, as well as the members of other organizations in the same work.

l. CUPOCREDITO, Colombia

CUPOCREDITO is one of the older credit unions in Colombia. It provides all the services of a credit union in six communities. Recently it has begun a campaign amongst its members, & the communities at large, to place every family in their own home. The credit union's funds will be directed primarily to home construction in the future.

m. C R M, Ecuador

The Centro de Rehabilitacion de Manabita (C R M) is a government agency responsible for the integrated development of the rural region of Manabita. It serves as the conduit for government funding of development projects, & coordinates the activities of all other government agencies in the region.

n. DIACONIA, Brazil

The Deaconry is an evangelical community development agency in Recife. It provides training & support to the economic & social mission of various church related groups, amongst its other activities.

o. DIRECCION GENERAL DE PESCA, Ecuador

The Department of Fisheries in Ecuador has a program whose purpose it is to develop cooperatives. Field workers have participated in Coady seminars each time one has been offered. Recently they have begun examining the possibility of fish processing & marketing cooperatives as a supporting infrastructure to fishing.

p. GRITO NO NORDESTE, Brazil

The GRITO is a rural social action newspaper partly sponsored by the Archdiocese of Pernambuco. As a communications medium it is well received in the region. It promotes the cooperative solution to socio-economic problems; it also serves as a voice of rural peoples in their struggle against the hardships of their lives. It seeks to build solidarity amongst peasants. It works closely with Animacao dos Cristaos no Meio Rural (ACR), that is responsible for the Church's rural development work.

q. INSTITUTO COOPERATIVO ECUATORIANO, Ecuador

The Instituto Cooperativo Ecuatoriano de Desarrollo Social has had a long association with Coady. It is a cooperative auditing, training & development center sponsored by the cooperative movement of Ecuador. Its training center at Conocoto is frequently used by government agencies & cooperative organizations. I C E is one of the original cooperative education centers in Latin America, & its leadership is called upon at international conferences.

r. I E S S - SEGURIDAD CAMPESINA, Ecuador

The Instituto Ecuatoriano de Seguridad Social, national health insurance program, recently inaugurated a rural health program. Social workers related to rural social development have as their mission to creation of new community health units in designated rural zones. Since this is a development program the social workers are required to organize a minimum of 150 rural families within a radius of ten kilometers in order to create a health & welfare center. At present there are 101 dispensaries serving 18,000 families or approximately 100,000 people.

s. I N E D E S, Ecuador

The Instituto Ecuatoriano para el Desarrollo Social is a private foundation created to work in the community sector in order to strengthen it, & ultimately create a power base within it. It works with community groups that are organized or are capable of being organized developing programs for the enhancement of human resources. It trains

working men & women to become leaders of community organizations in urban centers. INEDES responds to requests for assistance from the Northern area, Cuenca, Canar, Loja, & the Littoral. There are five divisions: community mobilization, research, training, publications, & finance.

t. PLAN PADRINOS, Ecuador

Foster Parents Plan has two major program thrusts in Ecuador: family counselling & supervision of more than 10,600 children in the Guayaquil area, & community development work with migrant families in the Guaranda area. In both programs a major emphasis is placed on the need for family restoration & community cooperation.

u. P R E D E S U R, Ecuador

The Programa Ecuatoriano de Desarrollo de la Region del Sur is the major government agency responsible for development of the disputed southeast region of the country. All government ministries & agencies working in the region must channel their resources through PREDESUR. It is responsible for the construction of two dams which will irrigate 84,000 hectares, in addition to providing drinking water to numerous communities. Its activities include water supplies & energy, agricultural development, renewable resources (forest products), planning, industrial development, town infrastructure (for all the towns it is relocating), roads, physical development & tourism. Amongst its human development activities are technical, social, health & welfare assistance. Half of its funds are derived from Banco Internacional del Desarrollo.

v. PROGRAMA NACIONAL DEL BANANO, Ecuador

The Programa Nacional del Banano is the government agency responsible for the production & marketing of bananas for Ecuador. Within this major government agency is a department that responsible for extension activities with small scale producers. Their major thrust has been the development of cooperatives; at one time there were more than 100, but the failure rate was so high that now the agency is attempting to solidify 10 cooperatives that are large enough to compete with the large agro-industrial units that have traditionally controlled both the export & the internal market for bananas. The agency subsidizes the small scale producer by providing technical assistance, disease resistance plants, plant research, training & marketing. In support of these small farmers, a variety of other consumer & credit cooperatives are also being established.

w. S E C A P, Ecuador

The Servicio Ecuatoriana de Capacitacion de Mano de Obra is a government agency whose purpose is to train industrial workers in the skills requisite for modern industrial development. SECAP also provides technical assistance to communities & organizations that are entering into industrial development. They offer both training & consultation in all regions of the country.

x. SERVIVIENDA, Colombia

The Fundacion Servicio de Vivienda Community (SERVIVIENDA) operates 8 cement casting plants where the pieces of a modular home are made. The design & materials are such that once a concrete floor is poured, the remainder of the house can be assembled by several non-skilled workers. SERVIVIENDA not only casts the pieces, but it has recently entered into the urbanization work as well, in an experiment of cooperative house construction. CIDES cooperates with it, by providing finance as well as social association classes to its buyers.

y. UNIVERSIDAD FEDERAL DE PERNAMBUCO, Brazil
Departamento de Comunicao Social

The Universidad's department of communications got it start at CECOSNE, & operated out of its quarters for a number of years. Currently, it is housed on the university campus & offers courses in the various specialties of mass communications -- newspaper, radio, television, etc.

z. USINA MUSSUREPE, Brazil

The Usina is a cooperative sugar agro-industrial complex. Apart from the economic purpose, it also maintains a staff of social workers who are responsible for the community development activities of the cooperative. Family welfare & cottage hand crafts are their principle activities. CECOSNE cooperates with them in these programs.

aa. VOLUNTARIOS ALEMAES, Brazil

The German members are similar to Peace Corps or CUSO, but with the difference that they can substitute their participation for military service. The work of this association in Pernambuco is primarily focussed at the rural mini-fundo that are prevalent in the hinterland, beyond the sugar plantations & into the savannah. Technical assistance, cooperative & community development are their major activities.

II. DEVELOPMENT PROBLEMS

A. Definitions of development

Development is a summons to all humanity to assume its own historical destiny. (Goulet, 1975)

The concept of development has evolved since the post- Second World War era from one which postulated that economic growth would create an environment for social change (U Thant) to one that viewed development as covering "... the entire gamut of changes by which a social system, with optimum regard for the wishes of persons & sub-systemic components of that system, moves away from a condition of life widely perceived as unsatisfactory in some way toward some condition of life regarded as "humanly" better. These changes may be regarded as gradual or mutational." (Goulet, 1975)

Development can be described as the "maturation", "humanization", or "qualitative" ascent of human societies.

Development is both "a terminal [although not static] condition & a process by which successive approximations to this alleged desirable condition are made." (Goulet, 1975)

Development may be considered to be concerned with a general increase in the production of material goods & services, a change in their distribution & consumption, & an improvement in social benefits & relationships. (WHO/UNICEF, 1977)

B. Need for development

Economic, social & cultural development can be characterized as planned change away from:

1) Static or regressing primary production-bound economy to one with a sustained growth in GNP & the emergence of secondary & tertiary production;

2) Traditional, familial & community institutions with subordinate-superordinate structures become adaptable, & social power relationships are defined in other than economic terms;

3) Dependent, depressed psycho-cultural characterization to one of interdependence, where persons possess a collective will to achieve some measure of control over their own destiny.

1. Economic indicators of need

Indicators of regional need for development can be readily identified in economic terms as:

1) A very high proportion of the population under-employed in the primary sector ["of the population in developing countries considered to be in either absolute or relative poverty, more that 80 per cent are estimated to live in rural areas" (World Bank, 1975)];

2) Marginated from a market economy with minimal savings, poor credit & marketing facilities & a high expenditure of resources --labor, time, capital-- on basic human needs --food, shelter, etc.;

3) Poor transportation & communications facilities;

4) Inefficient or ineffective technology (Leibenstein, 1957; Schiavo-Campo & Singer, 1975);

5) Inverse correlation between progressively increasing success of economic development of one region or class & the decreasing ability to cope with the system of the "undeveloped" region or class. (Morawetz, 1975; Mehomet, 1978; Hettne, 1975)

2. Social indicators of need

Social indicators of the same phenomenon are:

1) high fertility & mortality rates;

2) progressive disintegration of family & community institutions due to volatile migratory patterns, lack of social cohesion & participation;

3) inadequate nutrition, health & sanitation;

4) small, but powerful, petit bourgiosie elite.

3. Psycho-cultural indicators of need

Psycho-culturally the attributes of such regional conditions are:

1) high degree of ignorance [including illiteracy];

2) alienation from the decision-making processes;

3) dissonance between traditional values, habitual behaviors & appropriate problem solving responses;

4) negation of responsibility for choice;

5) a sense of dispair & futility caused by a loss of spiritual values such as courage, honesty, sacrifice, trust, hope & faith.

C. Socio-economic development models

1. Marxian social model

Marxian social model postulates that necessarily there will be class conflict since the objective of development is elimination of class distinction. The dominant class legitimizes its power and status through its control of the society's ideology.

2. Weberian social model

Weberian social model potulates power as a causal system with a three fold base: economic [class], prestige [status], & politically orgarized power [party]. Class is defined in terms of human ability in the market place. The class [communal] nature of humans is weak relative to their status conciousness. There will always be a super/sub- ordinate relationship from the point of view of socially valued rewards, because power relationships are exploitative. The legitmating role of ideology may be supportive of a particular class group in particular circumstances. (Mifflin, n.d.)

a. Northern capitalist models

"Western" [now "Northern"] conventional wisdom on development models suggest several alternatives: liberal capitalism, state capitalism, & Keynesian mixed capitalism. The ideologies underlying these models share a common stress on the primacy of industrial production as opposed to agricultural production, with the nation- state being regarded as the basic unit. These models differ only with regards to means. As far as the ends are concerned, the are basically they same. (Hettne, 1975)

The common criticisms as to the contribution of the Western models of development are:

1) emphasis on industrial growth without regard to social dysfunctions

2) industrial concentration with increased marginalization

3) increased inequality of income distribution

4) increased external debt

5) stagnant rural/agricultural development.

b. New International Economic Order

The principles involved in the New International Economic Order [global reformism model of development] include control by developing countries over their own economies & national resources, greater participation in decision making processes, international cooperation & active assistance, the transfer of technology on favorable terms & the mobilization of industrialization in Third World Countries. (Hettne, 1975)

There is a growing concern that the NIEO development model will facilitate the growth of noveau riches countries, the multinational corporate enterprises, & the bourgiois elite, while making development prospects even slimmer with a "fourth" world of non-developing countries. (Hettne, 1978) Underdevelopment can be viewed from three perspectives:

1) As the result of backwardness of the people & their institutions,

2) As a consequence of inequitable economic relations on world markets,

3) As a sequence of dependency.

In the first instance, the assumption is that the development of "backward" people can be readily achieved by integrating their economy into the existing world system, & by adapting their institutions to accommodate the new demands for trade & aid.

In the second, the assumption is that people need only be given an equitable division of capital & access to resources within a New International Economic Order while maintaining the existing world trade system.

In the third, the assumption is that the existing world trade system depends on both "developed" & "undeveloped" economies in order to function, & the only strategy for overcoming its inherent inequity is through disengagement from the world system with the creation of an autocentric "self reliant" regional system.

c. Underdevelopment models

Neo-Marxism & the Latin American "Dependencia" school describe a development model which includes underdevelopment as an interrelated process in which the dynamic growth of Northern countries are related to the lack of growth in Southern countries. In other words, "the causes of, & therefore also the remedies for underdevelopment are located in a far off centre with a

consequent feeling of passivity & incapability in the peripheries. The means of modifying this paradigm is considered to be by industrialization through import substitution." (Hettne, 1975)

3. Structural-functional model

The structural-functional model postulates power as a passive-responsive system of equilibrium that is not necessarily exploitive, although it may be if appropriate. The structures of inequality exist because they serve the best interests of the collectivity at that moment in time, even if they may be dysfunctional for some. When power base is established in the system to effect change this would be temporary as society would adapt or rearrange itself until the structure is again functional. (Mifflin)

a. Antigonish Movement

Within the context of a structural-functional approach, the Antigonish Movement sought to organize community groups. The keys to this association and activism were adult education & on-going institutional reform, & it was their contention -- as it is of their followers in the field of international development today -- that reform need not be supportive of the status quo. (Mifflin)

Considerable information exists on the Antigonish Movement elsewhere, therefore it is not developed herein.

b. Self reliance model

The People Oriented Model for development depends for its success on the degree to which the majority of the people participate in the planning & execution of the development activities. (Haque, 1975)

The Self-Reliance Model of Nyerere [Tanzania's Urusha declaration] and the Integrated Community Model of Mahatma Gandhi emerged as strategic concepts in international discussions during the 1970s. Its most succinct statement was made at Cocoyoc (1974).

> We believe that one basic strategy of development will have to be increased national self-reliance. It does not mean autarchy. It implies mutual benefits from trade & cooperation & a fairer redistribution of resources satisfying the basic needs. It does mean self-confidence, reliance primarily on one's own resources, human & natural, & the capacity for autonomous goal-setting & decision-making. It excludes dependence on outside influences & powers that

can be converted into political pressure. (Cocoyoc Declaration, 1974)

There are thirteen hypotheses in self-reliance:

1) priorities will change towards production for basic needs for those in need

2) mass participation is insured

3) local factors are utilized much better

4) creativity is stimulted

5) there will be more compatibility with local conditions

6) there will be much more diversity of development

7) there will be less alienation

8) ecological balance will be more easily attained

9) important externalities are internalized or given to neighbors at the same level

10) solidarity with others at the same level gets a solid basis

11) ability to withstand manipulation due to trade dependency increases

12) the military defence capability of the country increases

13) as a basic approach today's centre-perephery are brought on a more equal footing. (Galtung cited in Hettne, 1975)

These rationale are not necessarily consequences of the self-reliant model but hypotheses about its positive effect.

Self reliance is not merely a change in economic policy but, if consistently applied, it implies fundamental structural transformations. As a development strategy the concept is much more revolutionary than the NIEO. (Hettne, 1975)

D. Development ethics

"But I want to say to you in all sincerity that [the distribution of wealth] is the real question, the real moral problem of our day. Until that is settled, no talk about good men going to Parliament, or good professors in our universities, or even nice preachers in our pulpits will stop the onrush of the comming storm which threatens the whole earth. The nice people of the world & their institutions have for so long been allied with the vested interests that they think that what they are used to is part of the cosmic arrangement. For some strange reason they look upon giving the world's people their fare share of the national income & the fruits of the natural resources which all the people own, as rank materialism. They seem to think this would block the people's way to heaven. But the have no qualms of conscience in their own case." (Coady, 1952)

Social scientists generally subordinate value judgements about human goals to the achievement of economic growth, a new social division of labor, the quest for modern institutions or the spread of attitudes deemed compatible with efficient economic production.

Development ethics is the pursuit of man's intelligence of leverage to act with varying degrees of freedom & responsibility in a universe where multiple & complex determinisms & irrationalities operate. (Goulet, 1975)

Ideally, development ethics plays several roles:

1) It creates a critical awareness of the moral content of choice

2) It commands `good' & forbids `bad' actions

3) It gives exploiters a `bad' conscience & exploited a rational grounds for confrontation

4) It build institutions. (Goulet, 1975)

Ethical norms are perpetually conditioned historically, socially, psychologically, culturally & biologically. (Goulet, 1975)

Moral concepts change as social life changes [and] one key way in which we may identify one form of social life as distinct from another is by identifying differences in moral concepts. (MacIntyre, 1966)

Development errs on two counts: it supports change strategies which value efficiency & productivity; it dismisses violence as unconstructive. (Moore in Goulet, 1975; Fanon, 1963)

Development's implicit & explicit options are:

1) The degree of mastery to be exercised by persons over things

2) The level of awareness desireable in different categories of human agents

3. The optimal sharing of power to make decisions

4) The reciprocity & solidarity of the human agents. (Moore in Goulet, 1975)

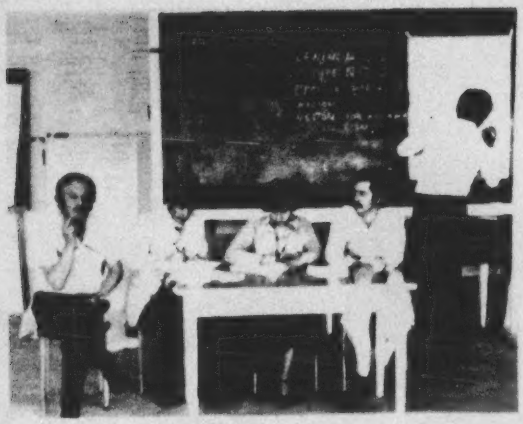
E. Development Conclusions

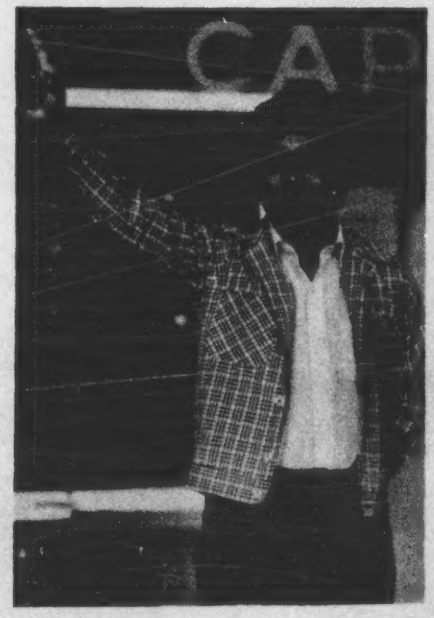
Even with similar models of development, countries differ with respect to development success along a centralized-decentralized planning continuum. Countries that attempted to decentralize decision-making within the context of an over-all plan were significantly more successful than those countries where central authorities were involved in detailed decision-making at the local level. (Morawetz, 1975)

A number of the best known community development programs have been initiated by leaders whose charismatic qualities have played a major part in the success of the program both in inspiring communities to action & in attracting high financial & personnel investments. These programs have been difficult to implement in other settings. (WHO/UNICEF, 1977)

One thing that is not available is a blueprint for successful development, & we would do ourselves a service if we stopped trying to look for it. Projects that work, in whole or in part & more often the latter, should be judged against a set of limited objectives they set for themselves, instead of against some noble vision of development truth. Variation is the stuff of successful development. We need to apply infinite flexibility about the kinds of pegs we are fitting into all the holes. When we demolish one set of sacred cows we have to be careful not simply to replace them with another. New articles of development faith, are in danger of leading to just as many failed hopes as in the old days. (Black, 1979)

QUITO SEMINAR March 1981





III. PROGRAM OBJECTIVES

A. Learning objectives

1. Recife objectives

Given a seven day seminar, the members will:
1. learn about the Antigonish Movement
1.1 analyzing it
1.2 comparing it with their own experience
in order to draw conclusions as to
1.3 its reality as a movement
1.4 its ideological vision
1.5 its strategy & tactics
& ultimately be able to
2. adapt its aplicable aspects in a
2.1 theoretic &
2.2 practical
community mobilization plan.

2. Quito objectives

Given a fourteen day seminar, the members will learn:
1. to facilitate the development of community organizations;
2. to work with indigenous community leadership
3. to plan & evaluate community economic programs
4. to compare the Antigonish Movement with their own association experience.

3. Bogota objectives

Given a seven day seminar, the members will learn:
1. to facilitate the development of community organizations;
2. to work with indigenous community leadership;
3. to plan & evaluate social/ economic programs;
4. to compare the Antigonish Movement with their own experience.

B. Seminar outlines

1. Recife seminar

1.1 Group Reality
1.1.1 Human Resources: 14 members
1.1.2 Institutional Resources: 6 institutions
1.2 Learning Objectives
1.3 The Antigonish Movement
1.3.1 History
1.3.2 Principles
1.4 Social Mobilization
1.4.1 Strategies
1.4.2 Tactics
1.5 Learning
1.5.1 Cecosne
1.5.2 Asociacao Participativa
1.6 Inter-institutional cooperation
1.7 Conclusions
1.8 Evaluation
1.9 Follow-up

2. Quito seminar

2.1 Group Reality
2.1.1 Human Resources: 32 members
2.1.2 Institutional Resources: 14 institutions
2.1.2.1 Institutional Descriptions
2.1.3 Macro-reality
2.1.3.1 World socio-economic
2.1.3.2 National
2.1.3.3 National educational
2.2 Learning Objectives
2.3 Social Mobilization
2.3.1 Strategies
2.3.2 Tactics
2.4 Community Organizations
2.4.1 Framework
2.4.2 Leadership
2.4.2.1 Emergence
2.4.2.2 Working with
2.4.2.3 Training of
2.5 Program planning
2.5.1 Pre-Asociacion Nacional de Promotores Sociales
2.5.2 Cooperative Organizations
2.5.2.1 Field Observation
2.6 The Antigonish Movement
2.6.1 History
2.6.2 Principles
2.6.3 Latin American Contribution
2.7 Inter-Institutional Cooperation
2.8 Conclusions
2.9 Evaluation
2.10 Follow-up

3. Bogota seminar

3.1 Group Reality
3.1.1 Human Resources: 28 Members
3.1.2 Institutional Resources: 12 Institutions
3.1.2.1 Institutional Descriptions
3.2 Learning Objectives
3.3 Community Organizations
3.4 Social Mobilization
3.4.1 Strategies
3.4.2 Tactics
3.4.3 Change
3.4.3.1 Personal
3.4.3.2 Institutional
3.5 Program Learning
3.5.1 Children's
3.5.2 Adult
3.5.3 Cooperative
3.5.4 Community
3.6 The Antigonish Movement
3.6.1 History
3.6.2 Principles
3.6.3 Latin American Contribution
3.7 Inter-Institutional Cooperation
3.8 Conclusions
3.9 Evaluation
3.10 Follow-up

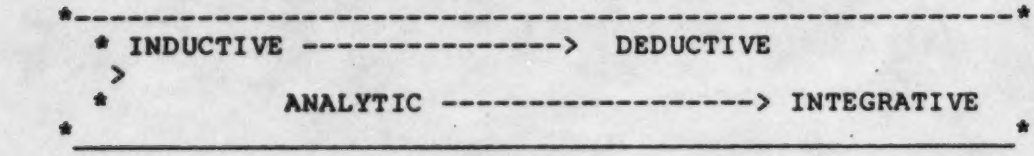
IV. METHODOLOGY

A. Method

1. Active method

A method is the philosophical framework within which a learning program develops. The active method is based upon the singular premise that adults learn best by doing. It was important, therefore, to plan the seminars so that the active participation of the learners would be facilitated. However, cognitive learning does not afford itself to very much physical activity. Consequently, the techniques chosen sought to enhance the interaction amongst people and discussion about the subjects.

The two processes described below overlap so that they develop as an orderly whole.



a. Inductive - deductive process

The inductive - deductive process readily divides into phases. Inductive phase encourages the learners to share their specific experiences as they relate to the topic under discussion. Deductive phase allows the learners to generalize from data that they have shared. This process has more recently been described as praxis, or reflection in action, or a naming of one's world in a personal synthesis.

b. Analytical - integrative process

The analytic - integrative process also divides into phases. The analytic phase draws on the vocabulary generated initially. The process seeks to clarify and order the concepts so that they become meaningful descriptors of the issue under discussion.

The integrative phase draws on the synthesis and seeks to bring the sometimes lofty ideals created through the process back to the mundane reality faced by the development workers the Monday following the intensive and heady week that was the seminar.

Clearly, the active method is dependent for its effectiveness on the four phases described above. The process is grounded in experience; it begins with a field worker's own past experience and ends with that same worker projecting his own future.

2. Participatory evaluation

Essential to the evaluation of the seminar was the participation of the learners. From the beginning identification of the topics to be explored through to the final outcome evaluation learners were involved. Not only did they answer the evaluative questions, but they asked the questions, as well.

a. Pre-program assessment

The pre-program assessment was conducted by the local co-sponsor. Initially, there was a letter of invitation followed by the formation of a steering committee of interested persons. The committee prepared a questionaire to determine areas of interest. Also, the committee invited prospective participants to submit evidence, e.g. report of project, summary statement, etc., of their field work. This material was assessed as to knowledge of content and skill in process. Finally, when the seminar began, time was spent during the first day reconfirming learning need.

b. Continuous process appraisal

Daily, throughout the seminar, time was taken to review the learning experience. This process appraisal allowed the participants to focus the next day's work more specifically. Also, the process placed the responsibility for conduct squarely on the participants' shoulders.

c. Outcome evaluation

The summative evaluation was based upon the objectives written early in the seminar. The findings for each topic discussed, together with each participant's project proposal, constitute the products of the seminar.

B. Techniques

Techniques are those planned experiences that a facilitator selects in order to achieve the program's learning objectives.

1. Large group

Large group techniques were used primarily for the indentification and presentation of general information.

a. Brainstorming

A modified version of Brainstroming was used at the on set of each new topic examined. Participants were encouraged to identify, from their own experiences, the descriptive words related to the topic. These were tentatively ordered

and redundancies were eliminated. The objective of this experience was to provide the resource person with a clearer picture as to the level of knowledge of his listeners.

b. Presentation

The resource person was asked to limit his discourse to between 20-30 minutes and focus on the theoretical underpinings of the subject. Time was allowed at the close of the lecture for questions of clarification.

c. Plenary

Closure was brought to a subject when the reporters of the small groups (below discussed) presented their analysis to the plenary.

d. Socio-drama

The socio-drama was used as an alternative technique to present the findings of the small group.

e. Fishbowl

In order to integrate the several findings the reporters of the small groups negotiated with each other in the center of the large group. The Fishbowl technique facilitated the bringing together of the various views into one common statement which represented a synthesis of the thinking of the plenary.

2. Small group techniques

Small group techniques were used to generate discussion. A discussion leader and reporter were appointed to coordinate the event and report the findings to the plenary, respectively. Flip-charts and marking pens were used extensively. Beginning with the experiences of each participant, the discussion leader was responsible for bringing the small group to a systematic analysis of these within the construct presented by the resource person.

3. Individualized project development

Participants came to the seminar with the intention of improving a particular project or program they were responsible for. The preparation of a plan of action was an individualized activity, since the value of this learning experience was in its ultimate applicability in the work place. Time was allowed after each topic to integrate the information into the project.

C. Resources

1. Material resources

The material resources were primarily printed. These were provided to the learners before the topic was presented in the large group. No material was distributed before the seminar began. After each topic was concluded, the material was reproduced and distributed, as were the daily minutes.

2. Environmental Resources

a. Recife

The Recife seminar was conducted at CECOSNE, an installation with ample indoor and outdoor space. Due to the heat and the small size of the group, most of the activities were carried out in the garden.

b. Quito

The Quito seminar was conducted at the I. C. E. training centre just outside of the city. Resident facilities were provided for the participants. The study took place in large classrooms and several sheltered kiosks.

c. Bogota

The Bogota seminar was conducted at the federation headquarters of Cruzada Social. The study took place in a large meeting room and several small study rooms.

3. Human resources

a. Coady coordinator

The Coady coordinator was the only non-national participant in the seminars. He was responsible for facilitating the group learning process, as well as serving as an informational resource on several of the topics presented.

b. Local group process trainees

One of the expectations of the Coady Latin American program is that local facilitators will be trained for each of the co-sponsor's staff. At each of the centres, one person was identified and seconded the facilitator throughout the program. The trainee focused his individualized learning project on facilitating a group process.

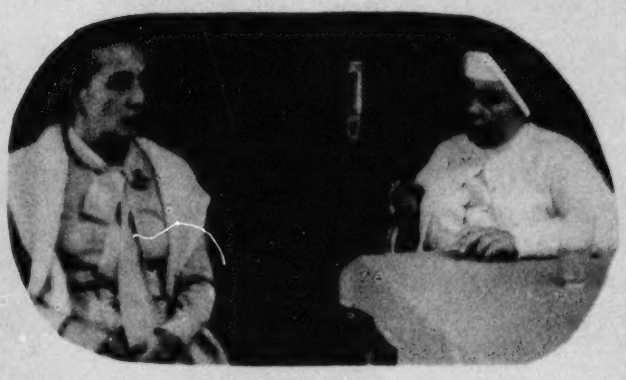
c. Local coordinator

Each centre designated a local coordinator who was responsible for registration, facilities, services, and

printing. In Bogota, the local coordinator continued his leadership after the seminar by assuming responsibility for a follow-up program with the participants.

BOGOTA SEMINAR

April 1981



V. PROGRAM CONTENT / OUTPUT

A. Community development

1. Community development premises

There are four ways of examining community development (Sanders cited in Baker, 1977):

1) As a process community development is seen to move by stages from one condition or state to a new condition or state; it involves changes in the thinking of people, in their attitudes, & in their willingness to carry out development projects in a democratic manner (participative decision making) using the resources found in their community without relying on outside help.

2) As a method community development is a means to an end (to achieve goals).

3) As a program community development is a list of planned activities with specific goals.

4) As a movement community development is a cause to which people became deeply committed. (Sanders cited in Baker, 1977)

Community development is "a movement designed to promote better living for the whole community with the active participation, & if possible on the initiative of the community, but if this initiative is not forthcoming spontaneously, by the use of tactics for arousing & stimulating it in order to secure its active & enthusiastic response to the movement." (Cambridge Summer Conference on African Administration, 1948)

The material on community development focussed primarily on the Antigonish Movement as a community case study of a small scale extension program of human & institutional change within the parameters of accepted macro institutional strucutures.

The growing interest in this particular case study is due in large part to several important similarities between Antigonish then & hundreds of locales throughout Latin America now.

1) The acceptance that national institutions will not be radically altered,

2) The recognition that changes come more readily to local institutions & practices than national ones,

3) The recognition that people are more willing to change when their own needs are met through collective problem solving,

4) The commitment to participatory adult education,

5) The belief that people in voluntary association can do something about their condition with but a minimal intervention by agencies' field workers,

6) And, ultimately, the acceptance that change is a unique personal event that humans achieve individually.

While touching on the inductive - active method & a dozen or so techniques the major findings related to:

1) The importance of the field worker who interfaces between agency policies & the people that ostensibly are the beneficiaries,

2) The nature of human change in dysfunctioning social environments.

2. Community development findings

* Migration remains the most significant characteristic of rural life.

* Education focussed on rural economic development only defers momentarily this migration; it does not prepare them for it.

* The urban acculturation of rural society is perhaps the most pervasive phenomenon taking place in Latin America at the present time.

* The greater is the impact of the attitudes & behaviors of the army of government & private agency field workers than is the information they transmit or the organizational practices they introduce.

* While there remains a residual conflict between urban & rural life, the broad acceptance as manifested in the personal mores of socially & economically active people of the principles & practices of urban life is clearly the dominant feature of rural society.

* The myth of liberation: all social organizations evoke a dependency relationship.

* Education only liberates persons from one set of values as it creates a dependency on another set.

* The crucial role of the field worker is to facilitate the association's members in the transition from traditional to contemporary values which serve to inform behaviors.

* The field worker accompanies an association in the learning experience found in the project.

* Within the group learning experience, there is often a contradiction between personal realization & group achievement; urban values tend to foster the former while rural values the latter.

* The idealized concept of the rural community as an integrated unit has to be seriously questioned; it appears to field worker as a collection of small groupings & disparate isolates who are in continous struggle for supremacy.

* Traditional planning models dysfunction because they are unable to cope with the human element, in terms of their time & motion.

* An assessment, appraisal, & evaluation model for project development appears to function more appropriately as it allows for starting & stopping points within a proprioceptive process.

B. Community mobilization

1. Community mobilization premises

Contemporaneity suggests three related notions:

1) An attempt by society to live consciously in its own historical time

2) The recognition that this time is not fully of its own making

3) The will to achieve some measure of control over its own destiny on the presupposition that the same force which has unleashed the determinism can also be utilized to free men from some of the servitude. (Goulet, 1975)

Over the years many movements have burst upon the human scene, caused a disturbance to societal equilibrium then quieting been integrated [institutionalized] into the social structure. (Merton; Parsons)

When society is unable to adapt to the disturbance then violence will often percipitate the change. (Fanon, 1963 in Goulet, 1975)

Inherent in all cases of change has been some form of institutionalization whereby existing structures adapt to a new paradigm of power relationships.

Social movements depend to a large degree on the suitability of the s/e environment; five factors are requisite:

1) The existence of the need for the movement;

2) The freedom & the opportunity for the ideology of the movement to reach the target population;

3) The possibility to establish the distinct institutions of the movement with the existing legal & political system;

4) The existence of institutions which can provide a support to the movement;

5) The existence of a significant volume of idle resources which can be mobilized.

Social movements manifest three elements:

1) A distinctive ideology which establishes the vision, goal & objectives, of the movement & generates inspiration & enthusiasm amongst the members.

2) A model of development upon which to establish a critical course of action.

3) An organizational structure which can support the action.

The development material presented at the seminars attempted to establish the importance of the human element within the macro dimensions of socio-economic development. The resource material begins with definitions of development, followed by problems of underdevelopment and community development topics discussed above.

The issues raised by these topics clearly established the uniqueness of the Latin American experience where there is a radical movement of population from rural to urban centres, & where government & non-government agencies are unable to cope with the overwhelming demands made by people for economic opportunity, social welfare & health services. Agencies are attempting to resove the issues through voluntary action at the community level. The voluntary association of people joined in order to bring about a change in personal circumstance. The nurturing then of the association & its leadership has become the focal popint of community field workers activities throughout the region.

The association is recognized as an effective vehicle for channelling the frustrations & energies of people with common needs & limited resources. However, the degree of effectiveness of association action is often dependent upon the leader, & his effective leadership can often be improved through training.

a. Operational preconditions for associational success.

1) Open to all positively interested people. For greater certainty of success it is necessary to exclude people with divergent interests. For greater efficiency it is necessary to exclude inactive & unprogressive people.

2) The disposition of the members to cooperate.

3) The identification & acceptance of the association's general purpose by the members.

4) The disposition towards innovation on the part of the officers.

5) The competitive capacity of the association against other associations.

6) The selection of an appropriate field of action. It should not be excessively technical. It should not have

such a limited scope that the members cannot identify with it. It should not be so intensive in one aspect that it diverts the thrust of the entire association. Its outcome should not be exclusive public, without giving personal satisfaction to the membership.

b. Success factors

Factors which facilitate or make difficult the success of the association.

1) Internal factors

Interpersonal characteristics
Formal criteria [the vote]
Functional criteria [relation between members & officers]
Organizational criteria [interaction: members & officers]
Expansion or restriction of the radius of action
Level of membership formation.
Level of officer formation.
Economic situation of the association.
Cooperative situation of the association.
Ideological situation of the association.

2) External factors

Social prejudices.
Problems with geographic location.
External assistance.

3) State intervention.

The state as the promotor.
The state creating a legal framework.
The state providing information & education.
The state exempting taxes.
The state providing economic assistance.
The state providing field workers & assessors.
The state as a controller.
Auditing control.
Policy control.

c. Criteria for cooperation

Criteria for determining the qualities of cooperation.

1) Is it voluntary.

2) Are policies applied to all members & officers equally.

3) Is it posible for the self-realization of members.

4) Is the effect one of rationalization of resources.

5) Is the effect one of dynamic concurrence.

6) Is the effect one of social intergration.

Criteria for identification by the individual with the association.

1) Level of participation in the association. Possibility that a member can introduce his ideas at a meeting.

2) Level of concensus in small group decision making.

3) Posibility that a group of members can impose their ideas at a meeting.

4) Level of concurrence between members & officers.

5) Level of control of associational policies by the membership. Members can influence policy before decisions are taken. Members can influence policy after decisions are taken.

6) Level of participation by the members after decisions are taken.

d. Variable of associational dynamics

The variables to consider in studying the internal dynamics of an association are the following:

1) Size

2) Activites (means)

3) Leadership pattern

4) Definition of roles

5) Standards of operation

6) Social control

7) Group evaluation

8) Roles for group productivity

9) Participation

10) Ends (goals & objectives)

11) Human relations skills

12) Communications

13) Degree of heterogeneity

14) Group atmosphere

2. Community mobilization findings

* Community & human development are inextricably bound as need fulfillment takes place. Development is the result of planned action.

* The association, leadership, the field worker, & planned human change are intertwined in a dynamic, evolving relationship.

* The association is a transitory expression of the people's collective will.

* The association is the essential foundation of any development program.

* Development begins & ends with people; & individuals' needs are fulfilled through collective action.

* The association is an integration of persons with a common interest & with a common goal to achieve; generally promoting cultural &/or socio-economic development.

* Over time the association has been used to meet the specific needs of a community; included are such groupings as committees [neighborhood improvement, barrio, safety, & welfare local committees], clubs [social, recreational, & cultural], comunes [ethnic or geographic], cooperatives [production, credit, consumer, marketing, etc], & community economic enterprises.

* There exists cohesion within the association as the result of the identification of common interests, customs & values; the members tend to defend their own association's interests, autonomy & initiatives because they recognize that their own interests can best be fulfilled through collective action.

* Internally, the association is negatively affected by the absence of leaders, by "caudillo-ism", patronage, lack of political know-how, & lack of membership education. Externally, the association is negatively affected by government restriction, institutional manipulation, & inadequate project development.

* The association particularly focuses on aspirations, such as the securing of basic health & infrastructure services; the gathering together of the technical resources for production; the obtaining of credits & the marketing of products; the securing of political & organizational autonomy; & the representation of the community on socio-economic decision making bodies.

* The association serves as a vehicle for community mobilization towards the State & other levels of government ["mingos"] as well as for the realization of productive activities [projects] of the community.

* The association, through its own dynamic development, acquires its own consciousness as it achieves its own objectives.

* Mobilization is the highest order of expression of unity & conscience of the association; to achieve this mobilization clear, accepted objectives must be set by the members.

* The association surges forth to meet the needs of the community sector.

* The association fights for the rights of its members, & all similarly conditioned community residents.

* The association manifests considerable lack of confidence in government agencies due to the unfulfillment of previous promises.

* The association legitimacy is conditioned by the political & social situation of the nation.

* The association tends to become integrated, progressively, into the work of the state.

* The lack of education amongst the masses mitigates against the association.

* The association creates an identity for its members.

C. Community leadership

1. Change agent

a. Change agent premises

Recognizing the value of working with & through the association, as opposed to working with individuals, agencies have designated field workers to work with an association's leadership. The field worker serve as mediator between the association's needs/will & agency policy. The intra-action of the association & the interaction between the leader & the field worker are critical learning environments where the processes of change transpire. Relationship between the association leader & the field worker is dependent upon the degree of mutual acceptance of the objectives of the association, & the ability of each to work for the establishment of linkages between the association & the agency sponsoring the field worker.

b. Change agent findings

* The field worker is often in discord with the existing socio-economic order.

* The field worker orients his actions in in accordance with the interests of the association & the agency.

* The field worker identifies new leaders & facilitate their training.

* The field worker has a commonality of background characteristics with the community in which he works.

* The field worker has experienced difficult economic circumstances, which were overcome.

* The field worker has been afforded a strong spiritual up-bringing.

* The field worker has observed within the family, or experienced within his community, social development activities upon which to model his own behavior.

* The field worker is gratified from the sense of service in his work.

* The field worker tends towards a practice of evangelization of the cause, or project, he promote.

* The field worker considers that there is a non-violent solution to community development.

* The field worker serves as an interface between the association & agencies.

* The field worker acts with objectivity, modesty, & becomes identified with the interests of the association.

* The field worker maintains an experimental attitude when working with the association.

* The field worker improves the mystique of his vocation.

* The field worker represents his own needs in front of his own agency.

* The field worker respects the organizational traditions of the association.

* The field worker maintains an attitude that fosters group actualization, & avoid the creation of a dependency relationship.

* The field worker seeks to bring into congruence the association's & the agency's criteria for action.

2. Community indigenous leader

a. Community indigenous leader premises

The premises for community indigenous leadership were not presented to the participants. However, as they worked through their ideas on the role of the change agent, it became increasingly clear that their major focus was the indigenous leadership of the community in which they worked.

Indeed, their ultimate effectiveness as development workers would be the work done by this community leadership.

The concern demonstrated by the participants for the indigenous leader was manifested in that the findings are divided to highlight both general information as well as a need to train this person as well.

b. Community indigenous leadership findings

* The dynamic process of people in association requires leadership.

* Natural leaders emerge from association & are an expression of its collective will.

* In the historical process of society it is apparent that a conductor is required.

* The leader appears as such a conductor when people acquire social awareness.

* All associations need conductors for their affairs.

* Leadership is the strategy & tactics that a leader uses to guide an association.

* Leadership is undisputed command, & in certain cases with charismatic overtones.

* The natural leader is he that surges forth out of a group; spontaneously becoming the precursor of the aspirations & necessities of a group.

* The leader is the traditional source of influence in the community.

* The official leader is he that has certain legal recognition & act on the basis of the power inherent in it.

* The leader is a person with qualities for action, capable of receiving the aspirations of a social group, with the aptitude for decision making, initiative taking, & people mobilization in order to carry out the aspirations of the group.

* The leader is a person who directs, who has the available conditions to do so, & whose command is accepted voluntarily by their followers.

* The leader is the person, because of his nature & aptitudes stands out, within his social environment, who head-up, orients & directs the activities of a human group.

* The leader serves as the interface ["enlace"] between the association & the outside society, & through him the association can achieve the progress & development of the community.

* The leader is a person whose condition, innate or acquired, permit him to be accepted by an association, & who, gathering the needs & concerns ["inquietudes"] of the group, acts in favor of the common good.

* The leader plays the important role of "issue focuser" & "purpose articulator" in the association, because generally the membership is unable to make decisions & are conformists to social pressures.

* The leader is the element around which there is realized the unity & cohesion of the membership of an association.

* The leader plays an important role in decision making, & as a catalyst for the actions of the membership.

* The leader is important for the progress of the social unit.

* The leader serves as integrator & coordinator of the community.

* The leader maintains the cohesion of the association in front of society.

* The leader is important, because through him, the association manifests its problems & needs.

* The leader unifies the association, represents its interests & serves as the link between the association & other organizations.

* The leader is the expression of the association.

* The leader integrates the affairs of the association.

* The leader strives to assume the particular role ascribed to him by his association in order to ensure stability in the association.

* The leader's greatest asset is his ability to manage human relations within & outside the association.

* The leader enjoys the support of the association because of his own mystique as a worker in the aid of the collectivity.

* The leader acts intuitively & responsively to the socio-economic needs of the association.

* The leader's quality influences in great measure the stability of the association.

* The leader's capacity is often determined by the material conditions in which the association exists.

* Leadership decay is the result of a lack of rotation within the Association.

Types of leadership:

* Democratic, the leader who is participative, & adjusted to established norms. The leader who collects felt needs, aspirations & petitions of the membership, & act to resolve them.

* Liberal, the leader who is unable to carry out the resolutions of the group, permitting disorder & lack of confidence.

* Autocratic, the leader who has both negative & positive domination characteristics, "cacique".

* Paternalistic, the leader who absorbs all the responsibilities of the group, impeding the creativity & participation of the membership.

* Dictatorial, the leader who imposes arbitrarily a particular orientation without permitting the participation, nor collecting the petitions, of the members.

* Formal, the leader elected by the membership.

* Informal, the leader who sways the opinions of the membership &/or the formal leadership.

The causes of the decadence of a community association leader are:

* The lack of continuing sincerity with the principles of the association.

* The abuse of power by the leader.

* The emergence of other leaders who more accurately represent the goals of the association.

* Rebellion of the membership.

* Leadership frustration at not being able to carry out the plan of action.

* Influences from outside the association.

* The leader's violation of the objectives of the association.

* The leader's expenditure of his image as a leader, generally the result of a prolonged period of power.

* The deterioration of the leader's influence in the wider community.

* As the result of dialectical law: "Nothing remains static, everything/body is subject to change."

* Politico-social decisions external to the association modify the association's leadership needs.

* The leader's inability to interpret the "feedback" received from "key" members.

* The natural aging process.

c. Community indigenous leader training findings

* There are no parameters for the type & level of training of the association leader, but he generally has a well developed social conscience, & appear to put the interests of the the association above his own.

* The changing exigencies of the association make implicit the need for the retraining of old leaders & the training of new ones.

* The errors of leadership -- caudilloism, paternalism, etc. -- are due to the lack of adequate training.

* The assimilation & the summarization of the experiences of the past aid in leadership formation.

* Leadership skills are acquired within & outside of training centers.

* The association leader generally lacks formal training.

* The leader is a product of his environment & of his own initiatives at learning the skills of leadership.

* The leader is often influenced by a person or happening from outside his immediate reality.

* The leader's formal education is usually similar to that of the membership of the association.

* The leader's learning usually results from his experiences & interactions with other leaders.

* Training in skills & aptitudes of leadership requires constant upgrading.

* Training is essentially periodic in order that the leader can efficiently serve the Association.

* Training is comprehensive.

* Training begins with the existing leadership.

* Training is essential to the effective development of leaders & their The association.

* Training is encouraged & supported by the field workers.

* Training is an urgent assignment which must be attended to by the field worker immediately.

* Training seeks to eliminate the unfavorable characteristics of leaders.

* Training is presented on the basis of experience sharing.

D. Strategy and tactics

1. Strategy and tactics premises

a. Non-formal framework

The field worker considers strategies as being a philosophical frame of reference for work. Strategies divide into inductive or deductive approaches to human development. An approach includes such attributes as form, guidelines, systems, & structures. Within an approach are appropriate tactics of implementing the strategy. Tactics are those techniques or activities which are planned to produce a change in human behavior or condition.

In order to realize social mobilization in the field the agency's objectives & those of the association must be congruent; a major role of the field worker is that of the organizational development of the association; the methodology used in field worker must be in accord with the goals of the agency, & be compatible with the felt needs of the association.

This circumstance highlights a crucial aspect of non-formal methodology which presupposes a greater need for homogeneity & social integration of the learning group.

The integrated social environment for learning that is created as a part of the non-formal experience is crucial to its success. That is the creation of a group of potential members that have certain characteristics in common; such as, social, economic or geographic connections, or compatible aspirational motivation, or a common problem to solve or obstacle to overcome.

Non-formal learning experience evokes decision making potential & cooperation.

b. Inductive-active method

The field worker generally uses the inductive-active strategy to get the members involved in their own affairs, then the deductive-passive strategy according to the learning taking place. An important aspect of the inductive strategy is the assessment of the economic needs of the members in the association, upon which to base a plan of action.

Indeed, the inductive-active method's success presupposes that there is concurrence amongst the members as to certain salient elements:

1) A clear relationship between learning objectives & productivity needs;

2) A clear relationship amongst the members;

3) A clear relationship between learning activities & critical conscience as to the project's utility;

4) A clear statement of learner postulated objectives.

2. Program planning premises

a. Planning considerations

1) Clearly identify the community's reality.

2) Be continuously subject to evaluation, adjustment & improvement.

3) State objectives in concrete & operational terms.

4) Be responsive to an internal logic which relates the steps with the elements in a functional & chronological manner.

5) Be flexible.

6) Model:

RESOURCES → TRANSFORMATION SYSTEM → PRODUCT

PROGRAMMING SYSTEM

(Culp)

b. Logical frame: steps in planning

1) Situational analysis

Principal characteristics
Principal problems
Priorities
Urgent
Important
Possible
Casual

2) Definition of objectives

General & specific
Long, medium & short term
Final & instrumental

3) Analysis or identification of resources

Natural
Physical
Economic
Technological
Human

Instrumental
Specific situational factors

4) Analysis & selection of alternative solutions.

5) Implementation

Strategies
Process of penetration
Plan of action
Development of the several steps

6) Evaluation

Continuous & progressive
Integral

3. Strategy and tactics findings

* Initially, the field worker's intevention in the association is determined by the guidelines set in the sponsoring institution towards the community sector.

* The procedures adopted by the field worker vary according to situational reality, the strategies, tactics & critical consciousness of the field worker.

* The field worker strives to maintain a receptive attitute & seeks to dialogue with the association's leadership.

* The field worker's intervention must respond to the real needs of the association & not his sponsoring agency.

* The dynamic interactive quality of the relationship between the field worker & the member is often more important than the particular skill being taught.

* The field worker focuses on the association's particular needs rather than his own, or his agency's.

* The field worker necessarily relates closely with the leader of the association.

* The field worker conducts, cooperatively with the leader, diagnostic assessments of the socio-economic needs of the association, so that appropriate project planning can be carried out.

* The field worker uses numerous tactics as he implements a strategy.

* Tactics are the building blocks of a strategy for human development.

* Tactics of field work include: direct contact, demonstration, training, & working with groups.

* Motivation is effected through publications, audiovisuals, group formation exercises, as well as social, cultural & recreational activities.

* Conscientization is achieved through dialog in small group & dyads, study of the meaning of words, use of community language.

* Community action is achieved through general assemblies & working commissions for education, finance, evaluation & executive functions.

E. Human Change

1. Human change premises

An individual affiliates in voluntary association with others in order to change [to learn], or cause others to change his/her behavior; he/she act to learn a:

- skill [psychomotor]
- subject [cognitive]
- value [affective]

in order to:

- solve a problem
- protect or advance an interest
- maintain or promote a condition
- cope with a disability

which encumbers his/her goal achievement in the larger community.

a. Learning conditions

1) Learning is facilitated in an atmosphere which encourages people to be active.

2) Learning is facilitated in an atmosphere which promotes & facilitates the individual's discovery of personal meaning of ideas.

3) Learning is facilitated in an atmosphere which emphasizes the uniquely personal & subjective nature of learning.

4) Learning is facilitated in an atmosphere in which difference is good & desirable.

5) Learning is facilitated in an atmosphere which consistently recognizes people's right to make mistakes.

6) Learning is facilitated in an atmosphere which tolerates ambiguity.

7) Learning is facilitated in an atmosphere in which evaluation is a cooperative process with emphasis on self-evaluation.

8) Learning is facilitated in an atmosphere which encourages openess of self rather than concealment of self.

9) Learning is facilitated in an atmosphere in which people are encouraged to trust in themselves as well as external sources.

10) Learning is facilitated in an atmosphere in which people feel they are respected.

11) Learning is facilitated in an atmosphere in which people feel they are accepted.

12) KLearning is facilitated in an atmosphere which permits confrontation. (Pine, Horn, 1969)

b. Learning principles

1) Learning is an experience which occurs inside the learner & is activated by the learner. No one directly teaches anyone anything of significance.

2) Learning is the discovery of the personal meaning & relevance of ideas.

3) Learning (behavior change) is a consequence of experience.

4) Learning is a cooperative & collaborative process.

5) Learning is a developmental [evolutionary] process.

6) Learning is sometimes a painful process.

7) One of the richest resources for learning is the learner himself.

8) The process of learning is emotional as well as intellectual.

9) The processes of problem solving & learning are highly unique & individual. (Pine, Horn, 1969)

c. Learning heirachy

EXPERIENTIAL	AFFECTIVE	COGNITIVE	PSYCHOMOTOR
EXPOSURE TO	Receiving	Knowing	Perceiving
-sensing	-aware	-naming	-sensing
-ready	-willing	-sentencing	-selecting
-responding	-attending	-abstracting	-translating
			Set
			-mental
			-emotional
			-physical
PARTICIPATION	Responding to	Guided resp in	Comprehending
-representing	-acquiesing	-limiting	-interpreting
-modifying	-willing	-trial, error	-extrapolating
	-satisfying		-applying
IDENTIFICATION	Valuing	Complex resp	Analysizing
-reinforcing	-accepting	-resolving	-elements
-emoting	-preferring	-performing	-relationships
-personalizg	-committing		-org principle

-sharing

Evaluating
-judging int
-judging ext

INTERNALIZATION Organizing Adapting Synthesizing
-expanding -conceptualz -comm uniquely
-value struct -planning
-deriving abst
Characterizing Originating relationships
-generalizing
-char setting

DISSEMINATION
-informing
-homoletics

2. Human change findings

* Human change is considered synomymous with learning.

* Change [behavioral] is based on a new attitude resulting from a new conviction.

* Change implies a process which reforms both the norms & behaviors which previously regulated us.

* Change is motivated by the desire to be more efficient & effective within the social unit.

* Change is a conscientization as to erroneous behavior, so that remedial action can be taken.

* Change is a cyclical process that results from uncertainty in action, reflection on that action leading to its reform, and ultimately a return to action with the process beginning again. Obstacles which impede change include:

limited time
discouragement
exhaustion
negative elements within a Association
rigidity of schema
egoism
pride
fear
vanity
a sense of self-sufficiency
personification
insecurity
imposition of subjective norms
prejudice
wrongly interpreted traditionalism
insecurity
fear of failure

custom
norms of conduct
already established program practices
failure to recognize that change is a process
lack of sufficient will
absence of personal motivation
difficulty in accepting others' values
lack of knowledge as to
  possibilities &
  resources available
impatient desire for immeidiate results
the environment which envelopes the person
the anguish of imperfect results
negative self-criticism
paternalism, resulting in future inaction
failure to communicate & interchange experiences
fearing untried initiates for action
traditionalism
psychological conditions
  timidity
  nervousness
  anxiety, etc

Solutions to overcoming the obstacles which inhibit change include:

* Plan time appropriately to avoid tension;

* Experience failure, so that it can be confronted & overcome;

* Assume that all effort to change contains a margin of risk;

* Recognize that routines mitigate against creativity & concrete acts;

* Root out the cause of negativism, act energetically to overcome a problem, don't let it fester;

* Seek to remove constrictive structures which limit actions;

* Encourage adaptation of all behavior in order to reinforce the learning of a process;

* Enhance the mystique of continuous learning;

* Reinforce a variety of responses;

* Be elastic;

* Be humble in the face of the enormously difficult problem of being able to change;

* Create an environment where self-confidence pervades;

* Encourage objectivity & authenticity;

* Never accept that change is final, rather that it is a continual searching for a more appropriate way of behaving, feeling & thinking;

* Build on experience for reinforcement rather than reflection when the intended change is perceived to be most difficult;

* Use the group as an important reinforcement to changing persons because it provides continual feedback as to closer approximations of the desired change;

* Provide an opportunity within the experience of change to analyze personal action in order to cause a change in the value structures which inform the behavior;

* Know oneself, as it permits a more appropriate diagnosis of ones' need for change;

* Accept that change is progressive;

* Measure the change using solid criteria & indicators;

* Seek to change one small step at a time, using specific short-term objectives;

* Accept that change generates an environment of personal & interpersonal conflict;

* Maintain an attitude of evaluation of progress & willingness to try alternative approaches;

* Be patient, for change is often slow in coming;

* Involve all members in the change experience as each other's primary resource;

* Provide challenging environments which minimize the possibility of creating routines;

* Provide a variety of experiences which reinforce the changed behavior, so that it becomes habitual;

* Highlight the value system that underpins the particular change being experienced;

* Encourage a reflective appreciation of the action [change] being carried out;

* Recognize that ultimately change is a very personal experience.

VI. CONCLUSIONS / RECOMMENDATIONS

A. Conclusions

The composite findings of the three Latin American seminars hardly describe the dynamic interaction of the participants. The discussions that led up to each statement were often intensive, sometimes conflictual, always with a sense of commitment ot the cause of social reform through community action. The nature of short-term seminars is to focus issues & thereby to stimulate discussion. It was but a brief period of reflection for field workers whose day to day experience is one of action. Ultimately, the findings are tentative statements of belief which will aid the field worker articulate the reality of his current activity. Although the field worker was able to describe his world he acknowleges that the statements made are transitory & will necessarily be reinterpreted in the light of tomorrow's reality.

This report then is but a page in the life history of 75 community field workers who came together to share with each other, & through this report with a wider audience, the values which inform their on-going behavior as agents of human change.

With each future Latin American seminar the findings will become more comprehensive of the field; however, each will necessarily remain the unique statement of people in action.

B. Recommendations

1. Recommendations to participants

The principle recommendation that the participants of all three seminars made to each other was to continue the interactive learning that had begun in the seminar. Following from this were derived a number of process recommendations attempting to solve the problem of how to maintain the momentum at a distance.

In Recife, monthly meetings were agreed to with support resources being provided by CECOSNE; in Quito, a national association of social promoters was created; finally, in Bogota, Cruzado Social was designated the coordinating body to work through regional affiliates.

A second recommendation was that participants begin to systematically document their varied development experiences in order that these may be more widely shared amongst field workers. Of particular concern was the absence of information on the ultimate effectiveness of the participatory process in evoking collective human change.

2. Recommendations to the Coady International Institute

The recommendations made by the participants to Coady central on the need for an institutional structure which would facilitate their continuing learning.

The seminar was considered introductory. It created a variety of professional development needs including further learning in

- program development
  - -- planning
  - -- management
  - -- evaluation
- organizational development
  - -- agencies
  - -- cooperatives
  - -- community action association
- jurisprudence related to
  - -- urbanization
  - -- cooperatives
  - -- political action
  - -- rights and limitations
- human social development
  - -- learning process
  - -- methods and techniques

The participants recommended that Coady join in a collaborative program with the organizations that they represent in providing informational resources as well as intermediate and advanced seminars on these and other topics.

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